

NORTH CAROLINA DEPARTMENT OF NATURAL AND CULTURAL RESOURCES  
OFFICE OF ARCHIVES AND HISTORY



Transcript of an  
Oral History Interview with Dr. Janie Brown  
SHE.OH.020  
February 3, 2020

## **Interview Information:**

Interviewer: Ellen Brooks

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Transcribed By: Gretchen Boyles, May 2020

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Collection: "She Changed the World" Oral History Project

## **Interview Summary:**

This oral history interview with Dr. Janie Brown covers her general life history with a focus on her career at Elon University in Elon, North Carolina. Dr. Brown was a professor in the Elon University Department of Physical education from 1967 to 2005. Twenty-one of those years she served as the department chair. Dr. Brown has also served the North Carolina Sports Hall of Fame as both a former president and a current member of the Board of Directors. She is a published author. In 2020 she retired after many years of playing the organ for her church.

Dr. Brown was born and raised in Thomasville, North Carolina. She received her higher education degrees in North Carolina (Wake Forest University, East Carolina University, and the University of North Carolina at Greensboro). After her undergraduate education, she and her husband, Mickey, moved to Greenville, North Carolina. They subsequently moved to Alamance County, North Carolina, where Dr. Brown secured a position as an associate professor. She and Mickey had two children, Michael and Melinda.

In the interview, Dr. Brown discusses growing up as an active child who enjoyed spending time outdoors, playing sports, and learning to play the organ for her church. She describes her first job at Belk's Department Store and the lifelong effect of her co-workers and experiences there. She talks about her college and graduate school experiences, and she details the experiences she had as a woman who enjoyed sports.

Dr. Brown describes her work as a professor, with particular focus on several key accomplishments, including her experiences with Kay Yow, teaching a winter term course about the business of NASCAR, and co-ed integration of academics and athletics after the implementation of Title IX. Dr. Brown discusses her experiences with Elon University's study abroad program in London and also renaming the Elon University mascot.

Dr. Brown discusses the various notable people she has met, including Margaret Thatcher and Richard Petty. She describes challenges faced as a woman, her leadership style as a department chair, and her definition of success. She describes her various honors and what they mean to her personally. Dr. Brown continues to serve on the Board of Directors for the North Carolina Sports

Hall of Fame and attend Elon University women's athletic events, and she is a proud "Title IX complainer" to this day.

### **Biographical Sketch:**

Dr. Janie Brown (nee Poole) was born on April 22, 1938 in Thomasville, North Carolina to Johnsie Akins Poole and J.C. Poole. She attended the Main Street School (1944-1956), Wake Forest University (1956-1960; B.S. in Physical Education), East Carolina University (1960-1962; M. Ed.) and the University of North Carolina at Greensboro (1974-1980; EdD). Dr. Brown married Dwight D. "Mickey" Brown, and the two had twins, Michael L. Brown and Melinda B. Gammon. Dr. Brown has taught in public schools, been a professor and department chair for the Elon University PE department, co-authored "Man and Movement: Principles of Physical Education," and was formerly the president of the North Carolina Sports Hall of Fame. She currently serves on the Board of Directors for the North Carolina Sports Hall of Fame and recently retired from playing the organ for the First Baptist Church of Elon.

### **Archivist's Note:**

Transcriptions reflect the original oral history recording. Due to human and machine fallibility transcripts often contain small errors. Transcripts may not have been transcribed from the original recording medium. It is strongly suggested that researchers engage with the oral history recording as well as the transcript. Timestamps are approximate.

## **Interview Transcript:**

Brooks: Today is February 3, 2020. This is an interview with Dr. Janie Brown, former chair of the PE Department at Elon University. Is it El-on?

Brown: E-lon [both laugh].

Brooks: And champion of the development of women's athletic programs and Title IX. This interview is being conducted for the North Carolina State Archives "She Changed the World" Oral History Project. The interviewer is Ellen Brooks.

So, we'll just start at the beginning. If you can tell me where and when you were born?

Brown: Sure. I was born in Thomasville, North Carolina in 1938. It's a small town—used to be a furniture town. Most of the furniture places have closed now, and it looks like a dying town now. But at that time, it was a thriving, uh, furniture building, Hosier [??] Mills. My dad worked in the furniture; he was a case-fitter. He put the doors on dining room furniture. That was his job when he was there. And it was, uh—

I grew up in a small neighborhood on the wrong side of the tracks, I guess [laughs]. But it was a good neighborhood to grow up, you know, I used to say you took care of one another's dogs and children, and you borrowed a cup of sugar, and you shared whatever with neighbors, and the houses were very close together. My section of Thomasville was called Hog Eye, and I don't remember why. That was beyond me. And there was a Hog Eye yell, which my sister did, and I never quite got it. She did have a Hog Eye yell.

I only had one sister, and my mother did not work until I got in high school. She was, she stayed at home. I walked to and from school. And you hear these people say they walked to and from school, up and downhill both ways, I did because you went down and then you went back up to the school, so I did that. I came home for lunch every day, as did Daddy, so I walked that—it's about, eight blocks—and I came home for lunch every day.

I went to the—this is unique I think, and not many people can say this—I went to the same school all twelve years. The same school building with the same principal from first grade to twelfth grade. So, you know, you knew everybody very well, and I thought that was a good way to grow up.

Brooks: What type of student were you?

Brown: I was a good student [laughs]. I, uh, I was a serious student, and I liked school. And I liked most of the teachers. You know, there are occasionally some you don't—aren't as fond of— but I enjoyed school. I really did.

Brooks: Did you have a favorite subject or subjects?

Brown: I liked the sciences. I liked chemistry. I liked geometry was one of my favorites. I read a lot even now. But I was at that time not a fact person, so history and English literature—I'm not good at remembering names, still I'm not good at remembering names—but I can tell you the plot. So, I liked geometry because it was a thinking process, and I liked that logical thinking. And I'm much better at that than giving facts. So, I did enjoy school very, very much.

Brooks: So, what about outside of school? What types of things were you doing?

Brown: Well, my neighborhood was a really active neighborhood. And it was a neighborhood of mostly boys, and I was an outside person, very seldom was I—My sister was the opposite. She was a home economics person. She was inside with mother. But I was more outside doing things. And, you know, we did things that mother didn't like for us to do because some of the things we did were very rough. You know, riding bicycles with no hands, no wheels, I mean no hands. And, uh, as long as we were in for dinner and supper, we were okay, and it didn't matter. So, I really was an outside person.

My daddy was a big influence on my life because I enjoyed the things that he did. And, uh, I was not much for housework and cooking and that sort of thing. I was the only one in the neighborhood who had a basketball goal—and I know this really sounds old—but it literally was a fruit basket top that was nailed to the side of the garage. But that was our basketball goal. So, I started very early playing basketball, and that's where all the neighbors accumulated. We played jackracks and Monopoly, and we skated, and we did all of those things outside. It was a, it was a good, I thought, childhood for me. Mother tolerated lots of things that we did. Uh, hitting balls against the house, or throwing balls over the house, or whatever. She was very good at tolerating that even though she was inside.

[00:05:04]

I started taking piano lessons when I was six. Thirty-five cents for a lesson, and I walked to—of course you walked everywhere—I walked to take those piano lessons about two blocks from home.

My mother kept a diary, and I have read through it twice. I just finished it for the second time, and it really is the story of my life. It's interesting. I need to find something to do with that lib—that diary too. You know, when I'm gone my children will probably pitch it in the fire. Um, but mother talked about the things that we did one time she said—I was Janie Dale [sp??]. I was double-name, as many people were in my childhood—"Janie Dale, the dog, and these youngins are driving me crazy." Or, "She played outside all day I guess she'll cough all night."

But that was kind of my childhood; I was a bit of a tomboy. But I enjoyed lots of things.

Brooks: Was there a point in your childhood that you started to think about what you wanted to be when you grew up?

Brown: No [laughs]. I really didn't. I was active in my church, and I really honestly thought, all the way up until I was a freshman at Wake Forest, that I would get a job in a church. Maybe a recreation director or an educational director as they called them at that time, in churches. And I really thought about that because I was active in GAs and YWAs which were young women's organizations in my church. We went to camp in the summer and those things. So that really was sometime in the back of my mind, and when I decided to look for a college, I really looked for a Baptist school. And, uh, I would have gone anywhere I could have gotten a scholarship because my parents could certainly not afford to pay for college. And we knew that. My sister went to WCU-UNCG [??]. And I got a, happened to be fortunate enough to get a scholarship to Wake Forest, so that's how I ended up at Wake Forest.

Brooks: And did you always know that you'd be going to college?

Brown: You know, my sister and I were first generation college students. My mother finished high school. My dad, I think he went through the sixth grade. He, you know, and work on the farm where he grew up. But I think we—my sister and I both knew that it was kind of expected that we go to college. And I never just thought otherwise. You know, very different in my school years from now. When you're in school, I wasn't thinking, Oh, I've got to do this so I can go to college, as I think many of the teenagers, the pressure, now, is there. I just think it was kind of an accepted fact: I'll go to college. My sister is seven years older than I, so of course she had already graduated by the time I was thinking about college. So, uh, there was just no alternative. We would go to college.

Brooks: Um, do you remember what your very first job was?

Brown: Oh yes, I certainly do. I sold shoes in Belk's Department Store at fifteen. There was a gentleman in my church who managed that department, and he knew I was kind of looking for a little extra money, but babysitting wasn't done so much at that time because most of the parents were home. Very seldom were there babysitting, or dog sitting, or whatever people do now. Uh, he called and asked me would I like to work in the shoe department. And, you had to get a work permit at fifteen, but I got one and started working in Belk's. And that was wonderful experience for me. They worked with me around my school schedule, and even though I started in the shoe department, I ended up working all over Belk Department Store. And even when I came home from college in the summers, uh, when I was home in the summer—I wasn't always home in the summers—or Christmas holidays, there was always a job for me.

I remember, um, Thomasville Chair Company employees always got paid on a Friday. And occasionally on a Friday afternoon they would take me from the shoe department and put me into the cashier's office. And men from the Thomasville Chair Company would line up to cash their checks. And we had two cash registers, and I and the person that was in charge of that area, that lady, we cash people's checks on Friday afternoon. And what I remember about that was very often there were people waiting for these men to cash their checks because they had loaned money to them during the week. And you would seem them count their money, and then they would hand over some money to the person who had loaned them money. But, you know, that was their only income, [laughs] and I was aware it wasn't a big income. My dad worked there. I knew that. But it was a good job, and Belk's was just really, really good to me.

[00:09:58]

Brooks: Um, so tell me, well I guess we already kind of talked about why you chose Wake Forest. You were looking for a Baptist school, somewhere where you could get a scholarship.

Brown: I told my mother one time, "Mother if I don't get this scholarship to Wake Forest, I'm going to Baylor," and she said, "You are not going to Texas," [laughter] so of course I didn't. I had a scholarship offer at Wingate and had the scholarship, this Hankins Scholarship, not come through at Wake Forest, I would have gone to Wingate.

Brooks: And how far is Wake Forest from Thomasville?

Brown: Well see, my freshman year at Wake Forest was the first year it was in Winston-Salem. It had been outside Raleigh, you know the town of Wake Forest outside Raleigh?

Brooks: Mm-hm.

Brown: That's where it was originally.

Brooks: Oh, that makes so much sense.

Brown: Yes, it does. But I never went there. The Reynolds and Hanes, and there may have been another name in Winston-Salem, offered Wake Forest money to come to their area. So, my freshman year was the first year, uh, that was in Winston-Salem. And it was about thirty-eight miles from my home. But I lived on campus all four years, of course, I didn't have a car. Nobody had a car.

Brooks: And how was that, kind of being away from home for the first time?

Brown: You know, I was never really homesick. Uh, what is it they say, sometimes I was here-sick. I would just get kinda down if classes hadn't gone well or something else. But I never was really homesick. They were very strict on us, of course, at Wake Forest. I did call home, but you couldn't go home the first few weekends. They wouldn't let you go home, so, you know, you had to adjust. And, uh, I very quickly found that there were things to do on the college campus that were fun.

Brooks: Like what? What were you doing?

Brown: Well I was a physical education major, and I didn't go to Wake Forest to be a physical education major. Can I just tell you that little story?

Brooks: Yeah.

Brown: Uh, I went to be a religious education director and work in a church, and I was working in the office. I got a job right after I got there—I needed some spending money [laughs]—with a gentleman who taught in the religion department. And I did—graded papers and typing stuff for him while I was in his office. And a gentleman came in who was a pastor of a church in Wilmington and was looking for somebody to come and work in the church with the youth in the summer. And I took the job. That was my first summer after freshman year. I did not have a good experience [laughs]. I did everything but work with youth—well I worked with you and I really liked that—but I ended up doing the secretary's job, and the janitor's job, and the organist's job, and all those things. And I came back really thinking, Gosh, maybe the Lord isn't really meaning for me to work in a church if this is what you do when you work in a church.

And I kept working for Dr. Dyer in the religion department. One day he came to me and he said, "You're really not satisfied with where you're headed, are you?" [laughs] I said, "No, I'm not." He said, "You know the Lord needs people who don't work in churches. You can serve the Lord whatever you do." And I had become involved in intramurals because there was no intercollegiate athletics for women at that time, and I changed my major to physical education. I said I was going to Wake Forest to major in religious education and marry a preacher. Well I ended up being a physical education major and marrying a football coach [Brooks laughs]. So, I changed completely. But I really think that that summer was good for me because it really helped me discover what I really wanted to do and what I did not really want to do.

But intramurals were very important. I had played high school basketball all four years, in fact we played some in, when we were in the eighth grade—seventh and eighth grade—against the elementary schools in the area. But I had played—of course we realized when we went to college there was no opportunity for us to play—so intramurals became really important to me.



Brooks: Um, were—did you have any thoughts or feelings about the fact that there wasn't an option for intercollegiate sports for you?

Brown: No, because you know, we didn't know any difference at that time. So, we just—we just accepted the fact we were going to enjoy this intramurals, and we did. Now, I'm talking to a class at Elon on Wednesday, and I talk about the history—the development of women's sports—because what we had when I was at Wake Forest—what we call play days—and we would take a group of us who were active in intramurals, not necessarily physical education majors, all majors, but we would take a group to Elon, to UNCG, to Chapel Hill. And we would have what we called a play day because at that time there many women who thought really competitive sports was not something a girl should do [laughs]. It wasn't really good for us is what they thought. So, on play days, we would take our group. And when we got there, you would draw a number, and you may be on a team with somebody from Chapel Hill and WC and Duke and Mars Hill, and so it was more play. I say it was a cookies and tea kind of get together—not very competitive. But you may have played volleyball, basketball, sometime you played tennis, all sorts of things on that play day. Finally, about my senior year, they began to have what we call sport days. So, we would take our championship volleyball intramural team, and we would go play somebody else's championship volleyball team in a tournament. And that was kind of the beginning of the intercollegiate sports.

[00:15:47]

So, you know, I don't know if, when I was in school, we even saw it coming, maybe I did. I graduated in 1960, and of course, women's athletics intercollegiately didn't really start until '70. So. But were certainly ready for it when it came [laughs] about.

I taught in public school six years.

Brooks: Okay. And is that what you were expecting once you were finished with your degree?

Brown: I did, I did. Uh, when I graduated at Wake Forest, I went on a graduate assistantship at East Carolina, taught three classes, and did my graduate work while I was there, and got married in the meantime. And my husband ended up finishing up at East Carolina. So, I got my master's there and, uh, got teacher's certification of course, so I just assumed I would teach in public schools. But after he had coached those years, and he was associated with Coach Red Wilson as an assistant in high school, Coach Wilson got a chance to come to Elon, and asked my husband to come with him. And my husband came for the interview and there was only one woman in the physical education department at Elon at that time, and of course she was there, there was no job for me. So I had gone to Burlington City Schools and gotten a job. But the president called me back a couple weeks

after that and said that the lady who was in the department had resigned, and if I wanted the job I could have it. So, I got the job that way because my husband had a job there. So, I was very fortunate that I stepped in, and I never left after that.

Brooks: What was the title of that position?

Brown: Uh, I was associate professor, at that time, in physical education because I had a master's degree, and it was just automatic you were associate professor at that time.

Brooks: And what—what is like a—did you have a typical day? Did you have like classes all day? Or—?

Brown: You know, you had office hours and you had advisees, so you met with those students. But the teaching load at that time—and you're familiar with these teaching loads—Elon at that time was a three-hour-based course. It's four hours now. They've changed it. They changed it while I was there, in fact. So, we taught, uh, three or four courses each semester, and I taught activity courses, I taught a health course. And for the majors, I began—we began—to develop the major a lot, so I taught many of our major courses. Uh, history and principles of physical education. I did an organization administration. I did a kinesiology. You know, at that time there weren't so many specialists. You did a little bit of everything. I enjoyed the activity courses a lot, particularly the tennis course, the golf courses. Taught gymnastics. I'm not a gymnast. You know you teach some things you can't do [laughs]. But I enjoyed that.

But I was assigned to teach an elementary physical education course for elementary education majors, and I began teaching that course. And I thought, If all we're doing in elementary physical education is teaching them how to play games like duck-duck-goose and tag, then I don't want anything to do it. There's got to be more to it than that. So I took a course at UNCG on educational movement—on how you analyze movement and design things that children can learn about movement using space and focus and targets and things like that—and I took that course under Dr. Kate Barrett at UNCG and absolutely loved the course and decided, I want some more of this. So, I ended up staying at UNCG and getting my doctorate degree.

[00:19:38]

When I came to Elon in 1967, if you stayed for seven years, and you had a master's degree, you automatically got tenure. Well, our administration changed within those seven years, so the new president said—well he changed the whole policy, and it probably should have been changed—you have to earn the tenure, and you don't do it without a doctorate degree. So that was more impetus for me to stay and finish my degree. Elon helped me some. Elon had started the winter term at that time. Winter term is the month of January, and students take one

course, and we teach one course. And, uh, Elon gave me a couple of winter terms off to do my work, particularly when I got to the dissertation stage.

But I had really good experience at UNCG. I—if I had had plenty of money I probably would have just have been a perpetual student, [laughs] I liked school. But I enjoyed the graduate students who were there. Sometimes I kind of envied them because they were fulltime graduate students. I had a job, all my classwork, a husband, and two children, so, you know, it was fulltime. When we graduated—[laughs] and I was still, of course, my job all that time—many of them were envious of me because I had a job, and they go out and look for a job. But it was a good experience at UNCG. A lot of good thinking skills that I thought I had developed but I really hadn't—good logical thinking—being able to put it down on paper, I was never a really good writer—still am not a really good writer—but my dissertation advisor was a by-the-book person. Many people said, Why did you choose Dr. Barrett? And I said, Because if I knew if I got anything by Dr. Barrett, I didn't have any trouble anywhere else after that.

Brooks: And was your—what was the program called? The doctorate program?

Brown: It was the, it was a Doctor of Education, and I majored in curriculum and supervision.

Brooks: And what was your dissertation?

Brown: My dissertation was on the relationship of students and teachers according to the teacher's perception of their skill level. And I trained my own students at Elon to go out into public schools, and they would sit there, and they would record the conversation that teachers had with students. And prior to that recording, we had asked the teachers to rank each of the students one, two, three. Three being the highest skill level. My concern was that teachers interact more with highly skilled students than they do with the average student. That's exactly what we found out. Men and women—women more than men, a little bit—and it was the good, average student who had fewer interactions. They interacted with the person who was poorly skilled, although not as much as the highly skilled. But it was the person in the middle who just did the work—didn't do anything really super and didn't do anything really poorly—that had less attention from the teacher. And that was my thesis all along. It was interesting.

Brooks: And how do you think that kind of translated into your work when you were back at Elon?

Brown: Well it definitely did because I was—I supervised student teachers and taught the methods classes was part of my load at Elon. And I worked very closely with students and student teachers on being aware of every student in the class and that every student was important regardless of skill level or attitude too, really. And some of the things that we had used to gather information then I used to gather

information on my student teachers. So, I certainly did influence that. You know, I like college students. I just—I'm not sure today if I would like college students quite as well [laughs]. But I generally liked college students—all kinds of college students.

Brooks: And when you started at Elon, was there any intercollegiate sports for women?

Brown: No. In 1969 or early 1970, I had some students who were very good athletes and really would like to have participated in something higher, as I would have when I went to college too. But I took our best volleyball players off of our intramural teams—we had really active intramurals, that was part of my responsibility at that time—uh, and we worked; we brought in guys, and we practiced against them, and we thought we were really, really good. And we went to a tournament at Appalachian. We lost every single game [laughs]. I mean really. And of course, I was not a coach. I never desired to coach. One coach in the family was enough. And on the way back I was talking with these young ladies, and I said, "You know we really have—you need a coach—we've really got to see about that."

And I went and talked to the president at that time, Dr. Earl Danieleley, and several of the girls also went to talk to him. And I said, "They need this opportunity. It's going to become a big thing for women. We really need to do that." And he hired Kay Yow. She was from Gibsonville, you know, she's well-known now. She left Elon and went to State and coached the United States team in the Olympics and all that stuff. But anyway, he hired her, and in '70—1970—'71, she started the first women's basketball team.

[00:25:31]

We had organized—women in the state, had organized— Schools here— universities and colleges then—were either members of NAIA or NCAA. Elon was NAIA school at that time for—generally for smaller colleges. Well they didn't really want anything to do with women's athletics, and we knew it. So, we formed our own organization: Association of Intercollegiate Athletics for Women—AIAW—and we had a North Carolina AIAW. And we governed at that time. So, I was Elon's representative on our state board for intercollegiate athletics.

Our philosophy was a little bit different. Uh, we thought intercollegiate athletics was for the good of the participant, not for the school. If a girl decided she wanted to transfer somewhere, she could transfer wherever she wanted to go. The first time we had a girl want to transfer out, the men who were on the athletic committee at Elon were absolutely so mad at me. Because they said, How can you let her leave? And I said, "Well our philosophy is that she goes where she thinks it's best for her—not that she's leaving Elon—what's best for her." And that continued, um, until NAIA and NCAA decided in, and I believe it was, '74 or '75, said maybe intercollegiate athletics for women is not so bad, so they wanted to

run it. And at that time in every institution in North Carolina, the athletic directors were men, not women. So, they made that decision. So AIAW was just kind of out of the picture at that time.

Elon, under Kay Yow's tutelage, was very successful those first few years. And of course, there was no recruiting at that time. She took whatever students were on the campus to play, and we had some good athletes, so she was very successful. At first, of course, we offered no scholarships. And I say this about those girls—in fact that first team in 1970-'71, we did—they didn't have uniforms. We went out and bought t-shirts, and one of the girls happened to have a sewing machine in her dorm room, and she sewed numbers on t-shirts. And that was their uniform. Uh, we packed our own lunch. We drove cars. Kay drove her car; I drove my car. Some of the students drove cars to the games. But we played—there were no levels of intercollegiate athletics at that time—so we played Chapel Hill. We would go to the mountains and play Mars Hill. We would play WC. We played Wake Forest. Uh, and Kay was very successful. She was so successful, of course, that NC State hired her away from us. It was a real loss for us, but Kay was a wonderful person, and I valued her friendship.

Two of the people who played for Kay at Elon were her sisters. Susan played—was an All-American—and when Kay went to State, Susan was one who transferred to State with her, and she was an All-American at NC State, also. And then her sister Debbie played here. Debbie went first to East Carolina and then transferred back to Elon, and Debbie, of course, just retired as athletic director at NC State. But they were both Elon people, too. Susan—NC State did not have a physical education major, that's what Susan wanted. So, she finished her basketball life at State, but she came back and finished at Elon to get her degree with us.

Brooks: And why was basketball the first sport—the first women's team?

Brown: You know, I don't really know—except that was what high schools played. High schools at that time very seldom played volleyball. If they played any two sports, they played basketball and softball, and occasionally some tennis. So, when Kay came, she started the basketball, then the volleyball, and then the tennis. Softball came along about that same time, too. But it was basketball because that's what high schools had played.

[00:30:01]

Brooks: And, sorry, what does the NAIA stand for?

Brown: National Association of Intercollegiate Athletics. And it was the organization comparable to NCAA, but it was for smaller colleges.

Brooks: Okay, okay. Does that exist still then? The NAIA?

Brown: I'm not sure whether it does or not. It may for some very small colleges. Elon made the move to the NCAA in the early nineties.

Brooks: Okay, um, and so how did you feel when the NCAA and the NAIA kind of took over the work that the AIEW was doing?

Brown: Well I really didn't like it at first [laughs]. And, uh, many of the women who were in administrative positions in colleges and universities, of course, didn't have a position anymore, because—it really—the women were just taken in by the men. Although I'm still good friends—really good friends—with the person who was AD [Athletic Director] at Elon, uh, I guess we—many of us just kind of resented the fact that—and, and their rules and regulations were different from ours. Of course, one of the good things that came from NCAA is that there were scholarships available for women because there were not any scholarships under AIAW for women. So that was a—that was a good thing. And recruiting became a problem. So, when you start recruiting, then you have to add in all these rules and regulations that we didn't worry about as AIAW. We really thought it more of a pure sport, uh, and it certainly is not that now [laughs]. It's really changed a lot. But I'm still interested in it, but—I think that the University of Texas, if I'm not mistaken, is the only university that hired at that time, when AIAW disappeared, a woman athletic director. All the rest of them in the country were men.

Of course, Title IX came in in '70, also. I ask college students today—I will Wednesday, after I talk with them a little bit about Title IX—"Would all this have happened if Title IX hadn't come about?" I'm not sure. But at least that gave us something to say, "You have got to do this." Because Title IX said if you didn't make the programs equal, you lost all your funding—what's the, what's the funds that many college students go to college on now? What's the federal funding? I can't remember the name of it.

Brooks: Uh, it's not FAFSA. FAFSA's like the agency.

Brown: No, I can't—unh-uh—it's not that but—

There was one school in California—the older I get the fewer names I remember—who said, "We won't worry about Title IX. We don't care if we don't get federal help," and they just went their own way. But I don't know of any—

Now whether or not Title IX really is followed completely now, I always have doubts about that. But it probably did give colleges and universities the impetus to, "This is what I need to strive for." I'm not sure they always said, "This is what I need to do," but they certainly knew there were guidelines that they needed to strive for. Uh, I talked about Debbie Yow—her first job out of college was coaching at one of the local high schools. And she taught English, and she found out very quickly that the boys coach made almost twice as much salary for

coaching—which was very little—but almost twice as much as she was making. So, she sued the school system. She won, and all the coaches in the area—women coaches at high schools in the system—received some increased pay. But she was not treated very well the next year—given a poor teaching load—and she left high school teaching and got her masters. Went on and did lots of other good things, so it was probably a good move for her. But there were people across the country who brought lawsuits for inequities in intercollegiate athletics.

Brooks: And Title IX applies, um, just to college-level play?

Brown: No, it really isn't. And it's also not just athletics, as many people think. It really is in any life that—gender—there should be equitable treatment. Uh, even in our physical education classes, you know, up until that time we had women's classes and men's classes. Very different. And I remember thinking—and I was working with the curriculum, I wasn't department chair at that time, but I did most of the women's classes and assignments and things like that—and I thought, Oh my goodness, we're going to go out and play soccer, and we're going to have these big ol' guys and these little, tiny girls, and we're going to kill one another, [laughs] but you know, we didn't. I mean, but there—the time came when we had to have co-ed classes. That was one of the Title IX results.

[00:35:09]

The other one was that you couldn't just have a man teaching this class because he was a woman—because he was a man—or a woman teaching this class because she was a woman, that it had to be according to the ability to teach that class. It didn't matter whether it was men or women. So, we had men teaching some women classes. I taught some men's classes—I mean co-ed classes. So, it—it worked out. But you always, when something hits you like that, and it's new, "Oh will we survive this?," but you survived it. You find ways to survive. In fact, I think probably the co-ed classes were good. The ones that it hurt were the shy little men and women, both. Because, if it was in an activity class, those who were skilled are going to excel anyway, and you have to find a way to bring in that unskilled student into the activity. And some teachers really had to change the way they taught. I changed the way I taught at that time, you know, to make sure you were inclusive for everybody.

Brooks: Yeah, what do you think were some of the biggest challenges of kind of that co-ed integration, besides the shy kids [laughs]?

Brown: That definitely was one thing. Deciding what activities—well, Elon had moved at that time to, rather than a general physical education class where you taught a little about a lot, which I thought—always thought—was a waste, we offered sport classes and let students teach. If you wanted to go learn golf, you could take golf. If you wanted to learn tennis, you could learn tennis. If you wanted to dance, you took dance. I taught dance classes—really loved them. So, I think the

challenge was to make sure that you offered something at all skill levels. And if you're doing a semester of tennis, or a semester of golf, then you learn, actually, the sport. And I thought that choice—if somebody wanted to just learn volleyball, they took a volleyball class—and it was men and women, but they participated together. Of course, there is co-ed volleyball [laughs]. There is not co-ed basketball. I hope that never comes, but there are co-ed—there's some colleges even that play co-ed volleyball. I love volleyball, like I think that's—I tell the volleyball coach out here that that's—I think volleyball players may be the best athletes among the women. They have to do so many things—that's off. I'm sorry, I got off on that one.

Brooks: No worries. I was gonna ask if you had a favorite sport to teach.

Brown: Volleyball.

Brooks: Yeah.

Brown: Yeah. Volleyball.

Brooks: Yeah.

Brown: But you know, once you get the degrees—[laughs] and this is just the way it is—you no longer teach activity classes, because then I was involved in major classes. So, I didn't—I taught very few activity classes. I think the last one I gave up maybe was the dance. I think I taught tennis a little while longer, than that—but then I was only in the classroom, and I missed that. Then I had to find a way, myself, to stay active.

Brooks: And what did that look like for you?

Brown: Well, I still go to the gym. I went this morning. I still work out some. I used to play tennis and badminton. I played badminton in Senior Games for years and years. I had a heart attack a few years ago, and I just haven't gone back to badminton yet. But my partner and I went to the national tournaments. We were fifth place in Houston in the National Senior Games for our age group in badminton. And we really loved it. Of course, he was a great athlete. He had played basketball at Duke, and, uh, very tall, and he had a big reach, and once in a while I would have to say, "Jerry, that was mine," [laughter]. You know, he would hit them all—

Brooks: You could get it but—

Brown: But it was a really good experience. Senior Games is a good experience, and I really haven't played in a while, and I really miss that.

Brooks: What year was that? That you guys got fifth place?



Brown: Oh, I don't know, let's see. Uh, 2007 or '08, I guess. Maybe even after that, I don't remember. I told you, I don't remember dates—

Brooks: Yeah, that's okay.

Brown: —I only remember the experience [laughs].

Brooks: [laughs] No, that's totally okay.

Brown: We went to San Francisco. We went to Houston. We went to several places to national tournaments. Loved it.

Brooks: And did you—I don't know much about the Senior Games—was that something that's kind of always been around, or?

**[00:39:51]**

Brown: I'm not sure when it began. It's very popular in certain regions. And Burlington—Alamance County—just happened to have a really active Senior Games organization through Burlington-Alamance Recreation Department, and you know they do all sorts of things. Pickleball is the game now to play, and it's almost taken the place of badminton. But they do basketball, softball. Two of my former students play on a senior league softball team—still play—and one of them's probably about seventy, I would think, and they won the national tournament this year. So, it's very active.

Brooks: And then I know you, uh, you created a course on NASCAR, right?

Brown: I certainly did [laughs].

Brooks: What was that all about?

Brown: I was teaching a class in organization administration, and in that class, we talk about public relations, and business management, and budgeting, and all those sorts of things. And one of the students in my class, we were talking about public relations and organizations, and he said, "You need to investigate NASCAR because they probably do it as well as anybody else." And I thought, NASCAR? My uncle did take me to one race at Bowman Gray Stadium in Winston-Salem when I was very young, and my mother thought that was a terrible place for me to go—to a NASCAR race—car race. But I called that young man in, and he had been to some games, and I said—I talked about it, and I said, "You know that might really be something to investigate."

So, there was a sports announcer at Channel Eight in High Point at that time who I knew always reported on NASCAR, and he had a son who had come to Elon.

So, I called him, and he came over and sat and talked with me and I said, "I'm thinking about doing this, would you help me get in touch with some people?" And he gave me the contacts, and I talked to people here in North Carolina, primarily, at that time. They were so open to somebody doing a class like that because nobody had ever studied them. You know, they have fans, and I said, "I got to admit, I'm not a fan," and I never did become a race fan, but I became a fan of NASCAR because I found out what they did, they did very, very well. And I decided I could do a winter term class.

Well, I sent that proposal into the curriculum committee. It wasn't very readily accepted. I had to really defend the class to say that we are studying NASCAR, and we are learning management and public relations and, uh, budgeting, and all that sort. And we will learn it through NASCAR. That's what we're studying. So, they finally accepted it, and I thought, Do a winter term, and of course, winter term because students are only taking one class—you can travel wherever you want. And I thought, So, we'll travel.

And I remember this same young man sitting in my office, and I said, "Do you think, If I call Richard Childress Racing, they would let—if I offered the class—let us come to visit their shop?" And he said, "Unh-uh." I said, "You sit right here, I'm going to call." And I called Richard Childress Racing and told them what we were doing, and they said, "Absolutely, we would love for you to come." So, I would call another team—they would be welcome—and I thought, Hmm, NASCAR headquarters in Daytona. That would be a good three-day trip. Why don't we go to Daytona? So, I called NASCAR headquarters—"We would love for you to come."

And everywhere we went—now I had a textbook, you know—and it was classwork, and I was determined it wasn't going to be a fluff course, and I wanted students to know that from the start. But we did coursework. We had people come in talk to the class on public relations, and those people who were representing companies like—there's a bank that was a sponsor, and right now I can't think of the name; I'm sorry about that—but their public relations people came and talked to us. Reynolds sent some people to talk to us because they were big into NASCAR. And everywhere we went, I would always tell them, "We don't want autographs—that's not why we're here—but we want to learn from you."

So, it was generally—sometimes their general manager would talk with us—sometimes the owner would talk with us, if the team was small—but they gave us a perfect tour. Talked about what they did and how they did it. And then their business manager, almost always was the last one to wind up with the class. So, the class loved it. When we went to Richard Petty Racing, you know, I had told them, "We're there to learn." But, of course, Richard Petty—the gentleman that he is—he came out and gave them autographs. He gave them hats. You know, he just really—I think he enjoyed having the college students there.

[00:44:58]

Uh, at Daytona, they gave us the perfect tour—not only of the speedway—but of NASCAR headquarters. And we learned so much from them, and I just began to really admire them more and more. There was a couple who owned Pocono Speedway whose daughter—granddaughter—had come to Elon. They learned that I was teaching this class, so they ended up paying for all the travel for my class out of their goodness—Dr. Rose and Joe Mattioli. They invited my husband and I up—we went two years—up to, uh, the race at Pocono and were treated just, royally. You know, sat in the suites, which I had never had the opportunity to do.

Uh, it was a worthwhile course. It got lots of publicity. NBC News sent a news team—travelled—with us to Richard Childress Racing, and I believe we might have gone to another one at that time, too. But they travelled with us that day. I took them to the Lexington Barbecue in Lexington and bought barbecue, and they bought barbecue for the class on that day. The president called me one time and he said, "The New York Times is on the line, what shall I say about your class?" [laughs] And I said, "Dr. Young, say anything that you want to say." He said, "Well I've got to explain it," and I said, "Well you know what I'm doing. We're learning, and NASCAR is what we're studying." So that's—so there was an article in the New York Times. The Raleigh News and Observer reporter was very—he gave us lots of good publicity. He was their NASCAR reporter, and he came and visited the class. A ESPN reporter for NASCAR came and visited my class. So, Elon liked that because they were getting publicity. In fact, I told them one time, I said, "You need to really triple or quadruple my salary because I'm getting you that much PR, and it's free." [laughs] You know if—you couldn't pay for the kind of public relations that it got.

I finally, uh—I just got tired travelling with college students after six years, and there was a gentleman in the business department who was really interested in the class, and he taught the class after that. And he just retired from the class about three years ago. You know, we had to limit the number of people taking the class, and many people wanted to take the class. I had a gentleman call me from Michigan, and said, "I would love to come and stay in Elon for a month if you'll let me take your class," [laughs] and I said, "I'm sorry, you know, we just offer it to Elon college students, and it just wouldn't work." And he said, "Well can I do it online?" And I said, "Oh no, we don't do it online either." But it got that kind of recognition. And it was fun. I enjoyed it. I met lots of wonderful people, and, uh, I still kind of follow it. I don't ever sit and watch a whole race. I had a hard time doing that even at that time. But I'm still aware of what's going on.

I went to, um, several places and talked about the class, and talked about NASCAR because I talked about NASCAR from a different perspective. And the students got to meet many of the drivers, and they liked that, particularly at Daytona, because we always went during speed week, and the drivers were there testing their cars. So, they got to observe that, and it was—it was a fun thing for

the students. But they just realized that if the driver offers to talk to you, then you talk to him, but you don't go chasing them. I just didn't want it to become that.

Brooks: Yeah. What do you think made it so unique that it got all this press coverage and things?

Brown: That nobody collegiately had ever studied the sport at all. They didn't—they just couldn't believe that we were teaching a class on NASCAR. And NASCAR is savvy enough to know that that's positive public relations for them, and they were aware of that, and they took advantage of that. Some teams we visited—they would make sure they had a reporter there because they wanted people locally to know that a college team from Elon University had come to visit them. So, it was good. A good part of my life. I enjoyed that.

Brooks: And do you remember about when that started? When you started teaching that course?

Brown: It was in '90. Let's see, I had done the study abroad to London two years. '90— isn't that terrible that I don't know?

Brooks: No, [laughs] no, you've had a long career.

Brown: It has [laughs]. And it was in the late '90s.

Brooks: Okay, that's good enough for me.

Brown: Yes.

Brooks: Yeah.

**[00:49:53]**

Brown: You know, I need to look that up, and I should have. In fact, I almost called the person who was my secretary—is still secretary out there now—and I thought— when you talked about a resume—I started to ask Debbie to send me one, because of course there you had to put dates and everything. I'm sorry I didn't do that but—

Brooks: No, that's okay. We can piece it together. Um, so—what was—oh, so you went to London. We skipped over that. What was that like?

Brown: Elon started the study abroad probably in the '80s. And, uh, London was the first study abroad. Now it's—it's one of the highest in the country for the number of students who study abroad. Elon even does something intercollegiately which is really unique. They make sure even every athlete has an opportunity to study abroad because very often they are not able to do that. So, every year one of the

classes—I think it's the sophomore football class, for instance—will do a study abroad. Every softball—so in the four years, every student would have the opportunity to go. So that's really a real plus for the athletic department, I think, to do that. And every student athlete gets to make a study abroad trip.

Um, we did London, and we took—oh, I think we had forty-some students and three faculty people the year that I went. We had a set agenda. We made sure that they did the important things in London, but then they had two days free to do whatever they wanted to do. I went to Wimbledon and took some students to Wimbledon. That wasn't on our agenda, but I wanted to go myself, so we did that. We spent two days in Scotland. They still do a study abroad now for winter term. In fact, many of our students are abroad during winter term. But now, they've expanded it so that there're students there for a whole semester.

The dean really wanted me to do the study abroad winter term in London and then go back for a whole semester. But, you know, I had family and a husband, and I just chose not to do that. It would have been a good experience to stay for a whole semester, but I chose not to do that.

Brooks: What did you think of London?

Brown: I enjoyed London a lot. There were lots of things to see and do there, which I found really unique. You know, once you learn your way around and how to read the signs, it was just no difficulty at all. Elon now owns some flats in London, and some of our faculty—they use them of course during winter term—but even during the Christmas holidays, some of our faculty go over and use those flats. I—my daughter and I wanted them, to go to Wimbledon one year, but they didn't—they had rented—leased them, I guess—out to somebody else over the summer, so we couldn't do that. 'Cause we thought, Hmm, that would be a fun thing to do. But we didn't get to do that. But study abroad I thought—I've always said that Elon allowed me, a small-town girl who really didn't grow up with much, to just learn so much and do so many things that I thought I would never had the opportunity to do had I not come to Elon. And I give them that credit. They did a good job.

Brooks: And, was your husband a coach there the whole time you were working there?

Brown: No, he coached there for, uh, eleven years. Then he went to Duke and coached five years.

Brooks: Football?

Brown: Football. Mm-hmm. He was a line coach. And then came back and coached at Western Alamance High School for six years. Went back to Elon two years, and then he retired. So even though he went to Duke, we didn't have to move because he commuted, and I was fortunate for that because, you know, if you're married to

a coach, usually you end up moving all the time. But we never had to do that because he only went to Duke. Had he gone somewhere else, we would have had to move.

Brooks: Um, and you have children?

Brown: I have twins.

Brooks: Okay, great. And when were they born?

Brown: They were born in '62. We were living in Greenville, and I was teaching there in the junior high. And my husband was playing football there.

Brooks: And did you and your husband meet in college at Wake Forest?

Brown: We met at Wake Forest, uh-huh. We sure did. And he was from Asheboro. And it's kind of unique—I was going through some things not too long ago—he played football of course at Asheboro High School—and I don't know why I had saved my Thomasville High School and Asheboro High School football program, and there he was on that program. Uh, Billy—just, you know happenstance—coincidence that that was the one I saved, but yeah.

Brooks: Um, yeah. Was there any—did you find it challenging, or was there any conflict in terms of raising your family and pursuing your career?

[00:54:55]

Brown: No, my children ate a lot of hamburgers while I was in graduate school [laughter], but they were content. They adjusted very, very well. You know, my children were gym rats [laughs], and, uh, there were two other coaches that had children at that time, and they just played in the gym. In fact, both of them went to Elon. Both Michael and Melinda went to Elon, and Michael lived in the gym—he and another, one of our athletic trainer's sons. They just grew up there. Both majored in physical education. I only saw them, of course, when I either had them in class or when they got hungry and came home for some of mother's cooking.

But you know they were—it was not easy. Sometimes now I have looked back and thought, How did I do it? To raise a family—have a full-time job in graduate school is busy. I mean, you are busy. There are lots of demands on your life. But my attitude has always been you do what you have to do. You know, you just get it done. Don't worry about it. Take this step. Take the next step. And uh, I've kind of lived that way—try to still live that way. I'm a—I am a very positive person most of the time, and I think that probably helps. I'd like to think I was, uh, that kind of a department chair. I didn't run from conflict, but if I could avoid it, I tried to avoid it. But there were some times you had to deal with whatever you had to deal with because of situations that come up. Students get mad. Faculty members

get mad. You know, you just have to deal with it. But I would like to think that maybe I, uh, gave them all a fair chance, and you can always smile and be kind to people, even though you may not approve. I know my son used to say I would say, "Michael, you know I love you," and he would say, "Now what are you going to tell me I shouldn't have done?" [laughs] You know they learn pretty soon that that's what you're going to say.

Brooks: What was it like having your kids in class?

Brown: I tried to, uh, not let it make much of a difference. They were both pretty good students. Melinda was a more serious student than Michael. Both did very well. Michael said I was probably harder on them, and maybe I was. You know, you try to—if you, like if you coach your child, you're probably harder on them—you're not meaning to, but you just want to make sure students don't see that you're biased. I made sure they were in class because I made sure students were in class. All these people who say they cut class all the time, well you wouldn't have done that in my class. You know, I just limit three cuts. You lose a grade. I just think if you're in school you ought to be there. I think if faculty members teach, they need to be in the office. And I walk out there now, and once in a while I walk down the hall, and [laughs] I don't see any faculty members in their office, and I think, I got out at the right time.

Brooks: Um, how long were you the department chair for?

Brown: Twenty-one years.

Brooks: Wow.

Brown: Uh, not many department chairs rotated at that time. Now they usually do rotate. And for a long time, I was the only woman in the department. Kay was—when we hired her—she taught. Of course, at that time coaches—somebody asked Kay. No, I interviewed Kay. I still have those interviews. Uh, when I retired, I was just gathering some information from those first players. I interviewed them, and I interviewed Kay, and interviewed the one who was president at that time. And I said, "Kay, talk about your load," and she said, "Well let's see. I coached volleyball and basketball. I had twenty-eight advisees, and I taught twenty-six hours of courses." So, you know, that was a full load. My husband coached and they taught at that time, so when they were hiring coaches when I was department chair and these coaches were to teach, then they were hired for the dual purpose, so I was in on the hiring. And the—and uh—of these coaches. Of course, coaches now don't teach. They only coach.

Uh, I enjoyed being department chair most of the time. Evaluations are always tough because they're your friends. I was a little sorry when we stopped doing some things face-to-face, and we started emailing and all of that. I remember the first time—one of our professors—he emailed me something about a problem,

and I emailed him back, and he emailed me back again, and I walked across the hall and I said, "Let's just talk this out. This email is stupid. We can solve this with one visit rather than seven emails." I still feel face-to-face—I like eye contact. I like face-to-face, so yeah.

[00:59:58]

Brooks: And so, when did you retire?

Brooks: '05.

Brooks: Okay. Um—

Brown: After thirty-eight years.

Brooks: Yeah. How did you feel about that? How did you make the decision it was time?

Brown: I'm not really sure. I just kind of knew it was time. Uh, you know, we had just been a physical education department, and we were smart enough, when I became chair, to realize that not every physical education major wanted to teach. So, we started a major in exercise science. There were some majors who wanted to work in recreation areas or YMCAs, so we started a major in that. We started a branch of the major in sport management. And then we began to hire specialists in those areas. We had to hire a physiologist, you know, exercise physiologist. We had to hire somebody in community recreation. And I just decided that it was just time, and I—besides that—I was sixty-six—another reason I was ready. Uh, my husband had retired. My husband had died right after his—he died in '99. So, he had died after his retirement.

But I had just decided it was time to do something else. But it was not an easy retirement. You lose some of your—who you are—when you retire, so you have to kind of find some other things to do to fill that void, and I had to work that a little bit. One of the things that I have really enjoyed was—still am—serving on the board of the North Carolina Sports Hall of Fame. And I served as president two years of that. And that opened up a whole new area for me to think about and to concentrate on, and that's been very good. I went on that board, uh, I believe 2002 while I was still teaching.

Brooks: And how did you get involved with that?

Brown: Somebody nominated me [laughs]. I know the person who called me was the PR person in athletics at Duke, and he happened to be on the board at that time. And I think Kay Yow, though, had really nominated me. Nobody ever said, and Kay never said, but I really think that was true. There was only one woman on the board at that time, [laughs] and she was a great lady—professional golfer—and a professional golf teacher. She was not a professional golfer. She was a pro



teacher. She said, "Now Janie, I just got to tell you, you really got to speak up on this board because this is a bunch of old men." She—[laughs] the first meeting I went to that was what she told me, so I sat beside her for a while. And fortunately, now we have more women and more diverse groups, so it's fun. Uh, but it was one of those—just like when I went to Elon, there were very few women faculty—no women department chairs—so you know you just have to find your way.

There was a school closing in Virginia, and I've forgotten the name of that school, and Elon was going to buy a lot of their equipment—gymnastics equipment and lab equipment and their library. So, a group of us were going up there to visit it and decide if we really wanted to buy it. And we were meeting at three o'clock or something somewhere for all of us to ride together, and I was a little late getting there. And when I walked up one of the administrators said, "We can leave now. We've got our token female." [laughs] And I put my hands on my hips, and I said, "You really didn't say that," and he apologized, and he never, ever said anything like that again.

But I found very quickly that, you know, you are a woman. There have not been women in these positions. I made it a point when I first got to Elon—for faculty meetings—I sat up towards the front. I acted like I was interested whether I was interested or not because I wanted them to know I'm a woman, but I'm a contributing person to this group, and I really wanted to make sure that that was known. And I think it was probably a smart thing to do.

[01:04:21]

The only time I really complained to the president about something—when my husband and I both got our contracts for the following year; his raise was more than mine. So, I went to complain to the administrator, and he said, "But look what you and Mickey have together." And I said, "That doesn't make any difference. I want to be paid for what I do. You pay Mickey for what he does." And he did give me a little raise, you know, and I—and he still is a good friend of mine. And I tell people you can—I'm not a big protestor, sign-carrier; never have done that—don't want to do that—but you still can let your feelings known. But I've always tried to do it in a nice way, you know. If my dander was up, and I thought I might lose control, then I'm not going to go talk about it at that time. I'm going to wait until I think I can state some facts and my opinion. But do it—but you and I can disagree, but we can still be good friends. And I think that's served me well. I was kind of brought up that way. There were a few fights in the neighborhood, but I didn't like the fights, you know. I kinda tried to be the peacemaker, you know. That's served me well.

Brooks: Do you remember any other challenges that you faced in your career because you were a woman, or felt like might have been because you were a woman?

Brown: Hmm. You know, probably not, after the initial things. Uh, I really liked it when there was at least another woman chair because those meetings—I expressed my opinion, but I respected some of the people whose opinions varied from mine, and sometime there was a collegiality among women department chairs that there was not in general. And I guess it was a bit of a challenge. The president wanted me to apply for the dean's position at Peace College in Raleigh one time. And he said, you know, "You went from full professor. You're a department chair, but in order to get a dean's position here on campus, you need to go do it somewhere else, and then you can come back, perhaps, and be the dean." And I did go down and talk to them, but both my parents became ill at that time, and it would have meant picking up and moving to Raleigh, and I withdrew my name. I have had some doubts that maybe I shouldn't have withdrawn. It would have been a real change for us to go to Peace, but it would have been a different challenge in my life and I probably would have liked that. The president thought I should not have, but he said—he did understand, you know. Maybe I dropped the ball. I don't know. But all ended up okay anyway.

Brooks: Peace at least used to be an all-women's school, right?

Brown: It was at that time.

Brooks: Oh, it was at that time, okay. Yeah, interesting.

Brown: And Meredith is, too.

Brooks: Mm-hmm.

Brown: The athletic director at Meredith is one of our—one of my—former students. In fact, she came back and coached basketball at Elon, too, and then became athletic director at Meredith. So, they're out there everywhere. I like to meet those former students. It's really nice—and if you meet some of your former faculty—it's really nice if they say, You may not remember me, but I am, and say their name. Because I even remember the era when they were here—I may not remember the year that they were there—but sometimes it's hard to put names on all those faces after all that time.

Brooks: Sure, yeah. Of course. Um, is there anything else about Title IX that you think is important to mention?

Brown: Well I'm a Title IX complainer still to this day. And I know the athletic people well, and once in a while I think they don't want to see me coming because they know I'm going to say something. And I'll just give you a couple of examples—I just expressed this out there. They sell parking passes, and enforce parking passes, for the men's games. They do not sell parking passes, and they do not enforce parking passes, for the women's games. You enter the men's games, and they check your purse. You enter the women's games—don't check your purse.

[laughs] So the first woman's game this year I went in and there was a man standing there doing the tickets. And I said, "Well I guess it just doesn't matter to you all if I get shot at a women's game. You just don't want me to get shot at a men's game." And he said, "I beg your pardon?" [laughs] And I said, "Why don't you check purses for the women's games?" And he looked at me, and he said, "It should be checked."

And the athletic director told me this—we're in a brand-new, beautiful Schar Center, which is a beautiful athletic-convocation center. And it's got a suite up at the top—a really nice suite. They serve the meals. They have nice televisions up there. And he told me before we opened the Schar Center, "Now, Janie, we're not going to open that for the women's games." And I said, "Well, I kind of understand why, but are you going to serve a meal downstairs for the women?" And he said, "No, we aren't going to serve a meal." Well, prior to moving in to this new facility—when we were in the former Alumni Gymnasium—they served a meal for Phoenix Club people before the men's game, as well as before the women's games, and they stopped serving them. So, there are little things like that.

Uh, the women's team—I'm friends with their coaches. And for their first scrimmage this year, they wanted to use the video boards for their scrimmage. They said, No, you can't use the video boards. The next day the men had their first scrimmage, and they used the video boards. So there still are lots of inequities like that.

[01:10:34]

I also [laughs] found out that the women have men's students—they have to qualify academically—but they come and practice with the women's team. When they send in to Title IX to report the number of participants they have to the NCAA, they count those men students as a woman student because they practice with the women's teams. You know, so it's those little things. And somebody can bring a lawsuit. I think somebody in one of our universities in North Carolina is about to do that, and she probably will win. She probably will be castigated, you know. They'll not be nice to her. And it's the big things. They have to offer scholarships and everything. And that's the good thing—that they do offer that—but it's just the little things that just irritate a person like me. Because I see that. And sometimes I feel like, I can complain; they can't fire me. They still want my money. And many coaches would not feel comfortable complaining about some of those things.

Brooks: Sure. Yeah, and I feel like a lot of those are things that, you know, I never would have thought about. Like, I don't attend that many games. I don't think I would have even noticed.

Brown: But in the workplace, you know, you may find things in the workplace that are technically Title IX violations.

Brooks: Yeah, maybe I should read it.

Brown: It's a little more difficult, I think, to talk about it in the workplaces because they always say salaries are based on longevity and preparation and experience and all that sort of stuff. So, it's hard to get any equivalence for things like that. Elon has to do a Title IX report. Elon has a woman's athletic person. That's her responsibility. Uh, I tell her sometimes, you know, "You need to be saying this." But it's a fun experience. And I still—I chair the hall of fame committee out at Elon, and I go to most of the games, and I buy season tickets, and they're very nice to me. When the Phoenix Club and public relations people interview somebody, they usually ask me to come and sit it on an interview, and I'm happy to do that—particularly if they take me to lunch. When we interview at lunch, I'm always doing that.

Brooks: What's the Phoenix Club?

Brown: Phoenix Club is our athletic support club. Elon is unique in that—you may be interested in this—they were the fighting Christians before they became the Phoenix. And I'm not sure—Elon has a large Jewish population of students—and of course, it's a very diverse student body now. But I remember when Dr. Lambert became president in '99, I guess. And it was a couple years later; he called me and asked me, Would I serve on a committee? We are looking for a new name for our mascot. We no longer want to be fighting Christians. And many of our old alumni are still upset about that. I didn't know Dr. Lambert real well at that time, and I had not seen him really preside a committee, and I thought, Oh my goodness, we're going in this committee—some rich alumni's going to bring us a name, and it's just gonna be, Yep this is who we're going to be. But he had a cross-section of faculty people and students on that committee. It was one of the most fair committees I had ever seen at Elon, and I've told him that many, many times.

Uh, and we had also sorts of nominations—you know, Elon's known for squirrels. If you've seen squirrels today, I've got squirrels everywhere, too. [laughter] So, one of the students wrote in the student newspaper, "We'll probably become the flying squirrels. That's what we are." But when the phoenix came up—and we had hired a company to show us what the mascot and the emblem logo would look like—everybody on that committee agreed that it was the phoenix. And there was a name that an alumni, whom I know, had suggested, but it was voted down. Dr. Lambert just handled it—he could do that. And now I've learned that was the way he operates, so he really did a good job. So we became the Phoenix.

[01:15:05]

Brooks: Hmm. And you have a dorm named after you, is that correct? Tell me how that came about.

Brown: I do. I do. Shock [laughs]. Absolute shock. Dr. Lambert called me one Sunday night, and he said, "I've got something to talk to you about." He has done that before, and he said, "You know those four dormitories down on—off Haggard Avenue;" he said, "They've been A-B-C and D." He said, "Well the board of trustees yesterday decided to name those for faculty people, and one of them is being named for you." [laughs] And I just couldn't even say anything. He said, "Janie, are you still there? It's unusual for you not to be able to speak." [laughs] I said, "I am just flabbergasted, and please talk to me about this." He said that the faculty had this sort of discussion: We've only recently named buildings for people who have lots of money—and there's no doubt about that. But they said, We used to name buildings for faculty, and they're the ones who hold this place together, so we need to begin doing that again, so these four dormitories are named for faculty. One was deceased. But three of us were still here. All retired, except one woman still has an office. She has worked in development, so—but it was just. I couldn't believe it. It was just unbelievable. So, it was very nice, and I've known some students who've lived there.

I have a scholarship that I give, and I give it to—it's just designated for women's athletics. I don't care whether it's a basketball player or a volleyball player or softball—whatever. And it was volleyball player one year, and she—I had the volleyball team out here for dinner on the deck—and she said, "You know I live in your dorm?" And I said, "Well, it must be good, but I haven't been in to see what it was like." And she and her roommate invited me in and toured the dorm with me because I had only been inside the door, where there's a plaque, for a picture with Dr. Lambert. But I had not been actually inside the dorm. But dormitory life is just wonderful. I'm sure when you were there, too.

Brooks: [laughs] Okay.

Brown: Where'd you do your undergraduate?

Brooks: Uh, Fordham University.

Brown: Oh, very good.

Brooks: Yeah.

Brown: Well, it's a very nice dorm, and it was a super nice honor. They had a very nice day to honor us, and I had family in. It was a good day.

Brooks: And that was 2012?

Brown: Mm-hmm.

Brooks: Okay, that's great. Um, any other awards or achievements?

Brown: The Southern Conference gave an award, and I don't remember the date of that either. Elon was a member of the Southern Conference, now they're CAA now. Different con—but they called it "Twenty-five of Distinction." And universities that were members of the Southern Conference could nominate people until they got twenty-five people there. And I was one of those persons, and we went down to Charleston for—it was during the basketball tournament—and had a nice lunch. And they honored twenty-five people who have contributed to athletics in the Southern Conference schools. And I appreciated that, you know. I never coached, and I told them that, but sometime, uh, they have to have supporters and boosters that aren't coaches. Elon gave me the Elon medallion. That's Elon's highest honor for service. And I appreciated that. I've never worn it.

You know, retired faculty have the opportunity to go back and walk with the faculty for convocations and graduations, but I've kind of enjoyed just sitting in the audience and letting them march out and never—and I could wear it with my cap and my gown—but I've never worn it. It's in front of the plaque in the bedroom downstairs, so I just keep it.

Brooks: Um, do you have any grandkids?

Brown: No.

Brooks: Oh, no grandkids.

Brown: No, neither—Michael is divorced. Melinda's husband just recently died of Alzheimer's along about—she's in Knoxville, Tennessee. She's a personal trainer at a really, really nice resort kind of thing. Has been there for a long time. Has great clients who are very good to her—she's good to them. Michael lives here—works for R.H. Barringer beer distributors.

Brooks: Oh, that's nice that he's close.

Brown: It is. He taught and coached for six years, and then had an opportunity to go to this, and he's sales and events manager, so he does all their special events like all the golf tournaments and all that stuff, and he enjoys it.

Brooks: That's great. Is there anything else about your career, um, or even your post-career life that you want to mention?

[01:20:02]

Brown: I'm retiring this month from playing the organ at my church after years and years and years. Well I retired once [laughter]. This is the second retirement, and we

had a college student who came and played. She graduated and went to graduate school, so I started playing again, but I have finally told them, "I don't want anything said, just let me move from the bench to the pew at the end of February. I'll play for funerals, special events if you need me, but I've just decided I'm through."

Brooks: Yeah. And what church is that?

Brown: First Baptist in Elon. I've enjoyed it, and I started playing when I was very young. The church I had grew up in had not had an organ, and they bought one. And the lady who had played the piano said, "I don't want anything to do with the organ." I was a teenager, and you know as a teenager, you think you can do anything. And I said, "Oh, I'd like to give it a try if you all would pay for me a couple of lessons." So, they sent me down to the First Baptist in Thomasville, and I worked with that organist a little while, and I played while I was in school. And that led to opportunities, even when I was in Greenville. If a church needed a substitute, I played the organ some. And I took one semester of organ at Wake Forest, and I enjoyed it. I still—I just gave away my piano to a young lady whose child really wanted a piano, and she said, "We can't afford to buy one." And I said, "My children—neither want my piano—you can take it if it's going to help another child learn to play the piano—and I have a keyboard upstairs I play anyways, so."

Brooks: Yeah, that's great.

Brown: It's a good pastime.

Brooks: Yeah, that's awesome. Um, anything else? I have some other questions, but I just want to make sure we're not missing anything.

Brown: Well, I would like to think maybe I'm not missing anything. I don't—you know, I almost sound like I'm bragging, and I don't like—

Brooks: No, no!

Brown: I don't like—but you ask for this information [laughs].

Brooks: [laughs] I do. You're not bragging.

Brown: I did create one other class I really enjoyed. It was called "Women's Health Issues." And it was another winter term class. It was not a travel class. But I had a group of students who helped me create that, and we dealt with issues in health that were specific to women. And, uh, it was a good winter term class. I taught it three years. There was a lady in UNCG who had taught a similar class, and she and I compared syllabi, and it was a fun course. Some men students took the class, too, and I thought, Well that's okay. You kind of balance out our opinions. So, it was—winter term is just an interesting time. When you teach one class. You

don't have to think about anything else. And students only take one class. I used to tell my advisees, "You either take a class you know you're really not going to like—you can stand anything for three and a half weeks—or take something that's really fun." So, you know, they travel everywhere. Study all kinds of things.

Brooks: And does every student have to do a winter course?

Brown: No, you don't have to. And many, well—usually to get the required hours, they have to take at least one, or else take heavy loads the fall or spring semester. See, the spring semester at Elon is just starting today because of the winter term. But most people take it because it's an interesting time to take something. And if they can travel, that's a wonderful opportunity to travel if you don't think you can stay gone a whole semester. It's hard for some majors to stay gone a whole semester, particularly those in the sciences with so many labs, they can't take a whole semester off. But they can take a winter term off. I would have liked that opportunity as a student.

And we—of course Elon students now, many of them are very wealthy compared to when I started teaching. We had many local students at that time who were first year—I mean first-family college students. Um, but they do offer scholarships now to some students who don't have the money to travel abroad so they'll have the opportunity.

Brooks: What is—is there anything that Elon is kind of known for? Like its big departments?

Brown: Study abroad is the big thing it's known for. Business, and music theatre. Lots of the music theatre students end up in New York and LA. Good program. Really good program.

Brooks: Um, and then—just looking at your little resume that you wrote up for me, but I think we've covered—you said co-authored a revision of—

Brown: A textbook.

Brooks: Yeah, "Man and Movement: Principles in Physical Education."

Brown: Mm-hmm. It was with my mentor at Wake Forest. And he had written one edition, and when he decided to do another one, he called me and asked me to do it. And I said, "Oh, Dr. Barrow, I don't know," and he said, "Well let me tell you, there are two things, Janie, you've got to do. Stop calling me Dr. Barrow and call me Harold. And argue with me," and I said, "It's really hard to argue with you." But we had a good experience. It was a good experience for me because, to argue with Dr. Barrow, I had to really be sure of what I was saying because I admired him so much. And it was even printed in Portuguese [laughs]. I don't know who would have bought it, but I was cleaning out some books the other day, and I



picked out one, and then I picked out the Portuguese. And I thought—the publishing company, of course, sent me one, and I don't know how many were sold. The only thing I could not convince him to do, and this kept some of my colleagues in other universities from using the book is because it was "Man and Movement." Of course, we knew it was the generic use of the term "man," but you have to be careful because that's not accepted everywhere now.

[01:25:51]

Brooks: Mm-hmm. What were you going for? What was your—?

Brown: Just "Movement."

Brooks: Just "Movement?"

Brown: I just wanted it "Human Movement."

Brooks: "Human Movement?"

Brown: Yeah, yeah. Not "Man and Movement," but "Human Movement." But it was a really good experience for me. Took us about a year and a half, but I had to be a very careful writer and arguer, and it was good.

Brooks: Yeah. Did you have any other mentors in your life along the way?

Brown: When somebody asks me that, I always mention there was a lady who worked in Belk's Department Store when I was working there as a teenager. She worked up in the children's department, and she was just such a positive person. And she put in the women's restroom these little positive poems and notes and things on the wall. And I memorized many of them there, and I just remember lots of things about her. I give lots of speeches on life and stuff like that, and one of the things I say, you know, "You die once. You die a second time when nobody remembers you." And I think about this lady, and I think, Well, you've been dead for several years, but you're not really dead yet because I remember you, and I value what she said to me. She was just a positive person, and I considered her one, as well as Dr. Barrow.

Brooks: Interesting, the difference that people can make, you know, in different environments.

Brown: Mm-hmm, really. Really. And she had no idea, you know. And it's interesting that Dr. Barrow at Wake Forest—Fred Young was our president out here, he had been a Wake Forest student—and Dr. Barrow just thought he was a super, super student. The athletic director, Alan White was a Wake Forest graduate. He was two years behind me. A super student. And then, I was one of Dr. Barrow's students, and he said, "And I sent three of my best students to Elon," is what Dr.

Barrow said. He's deceased now, but he always was really proud of because he had three people who went to Elon. Fred Young was, literally, the last person to graduate on the old campus at Wake Forest because his name was "Y"—his last name was "Y"—and he graduated in 1960.

Brooks: Last person [laughs].

Brown: Last person, literally, the last person that walked across the stage, yes. Elon is a beautiful campus. You need to come and visit it sometime. It really is. It's known as a beautiful campus—well-kept campus.

Brooks: Yeah, that'd be nice. Um, and what did your sister end up doing with her life?

Brown: She was teacher. She was a home economist at first—when she first graduated—and then she became a teacher, and she taught unusual courses. She was teacher of the year several times in public schools. She taught courses like health professions, and some schools here offer that, or—what did they call—life courses. And I guess she used some of her home economics background. She was a great cook, a good entertainer, she was a civic club kind of person—what do they call—what's one of those woman's organizations in town? Uh, service leagues. She was a service league kind of person [laughs].

I'll just tell you this—probably shouldn't on here—when she died, we were looking for something on her. And, it was a silk blouse, pearls, and she wanted a rose—one rose. And my daughter was standing there, and she said, "I can hear it now, Mother. A crew-neck or a sweatshirt and daisies." [laughs] And I said, "Yeah that's right," because my sister and I were very different. Loved one another, but we were very different. She was an inside person, as I said, and I was an outside person, so.

Brooks: Did she—was she living in North Carolina for most of her life?

[01:29:47]

Brown: In Greenville, North Carolina. Her husband was a football coach and coached at East Carolina for a long time, and she taught down there. And lived in Greenville. And her niece—my only niece—still lives there. Greenville's a growing town, too.

Brooks: I know, I've heard—

Brown: It used to just be just—when we were there, East Carolina was not very large. And then the medical school—they had the medical school built—and it's just grown—Greenville. It's a nice town now.

Brooks: Yeah, that's what I've heard.

Brown: Nice collegiate town.

Brooks: So, I have a couple questions that I try to ask everyone, just to kind of tie things together. So, part of the project is about women in leadership roles, so if you could, describe your leadership style.

Brown: I think I'm very personable, friendly, outgoing. I can be very decisive, but only after I've thought something through for a while. I'm not real spur-of-the-moment, throw it out. I really want to think about it before I do it. I have really tried to always have respect for everybody, whether they're on my level, or I'm their supervisor, or what, I think everybody deserves respect. I think my leadership style is one of honesty. I think people probably could tell if I was displeased with something. I have a hard time not showing that.

We brought baby pictures one time to Elon, and one of the faculty persons, just for fun, put it up there in the faculty room, and you were to guess who was each one. And I took a picture, and I probably just picked up a picture and took it up there, and I was standing out on my front porch when I was small—in fact I was standing beside that swing that's on my porch right now. That swing's about seventy-five years old. And I had a frown on my face [laughs]. One of the faculty ladies said, "I knew that was you, Janie. I've seen that face before" [laughs]. But I think fairness, respect—I think those were some of the leadership things I valued. And I valued those in other people, too, you know.

Brooks: And what is your definition of success?

Brown: It's one of those old clichés: liking what you do [laughs]. I guess success is really a satisfaction question. I don't think success is making lots of money. I think success is doing what you felt you should do and being satisfied with what you've done. If you stay in the education profession, you're never going to get wealthy, you know. You're in the wrong profession if you're there for that reason. So, it has to be a feeling of accomplishing something—is success.

I measure success sometime by the people I still remember and run into and have conversations with, and I value all of those. We had Elon women's basketball alumni in last—weekend before last. And it's just fun to just hear where they are and what they're doing and what they're not doing. One of them has just retired, and she's sixty-eight now. And I said, "You can't be sixty-eight. If you're sixty-eight that means I am really, really old," [laughs] you know, "If you're retiring then that makes me really old."

Brooks: What do you think a notable woman is?

Brown: I guess I would like to think it's somebody who's contributed to society in some positive way—regardless of what kind of contribution it is. You know, it could be

in leadership; it could be in management; it could be in ownership. I just think it's somebody who has—I don't see how anybody could consider themselves notable, or even successful, if they haven't made some kind of contribution somewhere to something or someone. I think that's the way I would think about it.

Brooks: What do you—this might be—this is an improv question—what do you think your biggest contribution would be?

Brown: I would like to think it's helping people make the most of their ability—to do what they can do to the best of their ability. Whether it's students or faculty or even friends or, you know, I've taught bible studies. I think that's what you do in bible studies. I'm a teacher at heart. You know, no matter what you do, I'm a teacher.

[01:35:04]

Brooks: Mm-hmm. And that's been, uh, something that's given you satisfaction?

Brown: Oh, yes. Oh, yes. Yeah.

Brooks: Great. Is there anything else that we haven't talked about that you want to cover?

Brown: Unh-uh—I've met a couple of notable people. I was on the stage with [laughs] — I'll go get a picture.

Brooks: Oh wait, you're attached still.

Brown: Oh, oh I can't.

Brooks: I can turn this off if you're—

Brown: Who was the prime minister of England—the woman?

Brooks: Recently? Theresa May.

Brown: No, before Theresa May.

Brooks: Margaret Thatcher?

Brown: Margaret Thatcher. I have a picture with Margaret Thatcher. She spoke at a convocation at Elon, and I happened to be on the stage, so—

Brooks: Wow.

Brown: I also have a picture—I know you're not a Carolina person, and I'm not a Carolina person—you haven't been in North Carolina long enough—but our sports hall of fame went to a Hornet's game in Charlotte one time to induct Michael Jordan

because we don't induct somebody who doesn't come to our induction banquet in May. But nobody understood why we didn't have Michael Jordan in the hall of fame, and it didn't go over very well for us to say, "Because he won't come to a banquet in May," [Brooks laughs]. So, we decided we would go to a Hornet's game, and at halftime, we would induct him.

Well Dean Smith was his coach, and Dean Smith was very well-known coach all over the country for years. When they inducted Michael Jordan, Dean Smith came. I happened to be standing right behind them, and I have a picture of Michael Jordan and Dean Smith right here, giving each other a hug, and I'm right here in the background of that picture [laughs]. And I have Carolina friends who just loved that picture because, of course, they worship Dean Smith and Michael Jordan, and I never have, but I have admired them both. And I happened to be in that picture. I was just standing at the right place behind them—is where I was. One of my friends, she was on our board, and she was a reporter, and she was there taking pictures. And she sent me this picture, and she said, "I really think this is a keeper, Janie. I think you might want it." So, she sent it to me because it's just a neat picture.

Margaret Thatcher was an interesting person. I didn't realize she was so short. In fact, after I said what I was to say, they had a stand—a box about this high—and one of my jobs was to pull the box behind the lectern so she could step on it and give her speech. So, after I got through talking, I had written at the bottom of my speech, Move the box. So, I made sure I moved the box.

Brooks: Don't forget. Yeah, she probably would not have appreciated that if you had not—

Brown: No, she wouldn't.

Brooks: She can't move her own box.

Brown: No, no. Elon has had some interesting speakers through the years, though. Their convocations—it's been good.

Brooks: Do you have a favorite sport to watch these days?

Brown: On television, basketball is my favorite to watch. I'm not a baseball person. I don't watch pro sports—collegiate basketball, I watch. I watched a little bit of the Super Bowl last night. When they put political ads on it, and the players started doing all their celebrations after scores, I turned it off. I don't like that. At Elon, I watched them all, but volleyball was really my favorite to watch. I'd go to some softball games, but I'd tell the softball coach, "I'm a warm-weather softball fan. I don't go when it's cold weather." Now, if they play this week, I might go out to a softball game. But you know, they start baseball and softball when it's really cold, and I just—I'm not going to sit out at one of those. Tennis—I watch the Australian Open religiously. I didn't stay up until three o'clock in the morning, but I recorded

it so I could watch it during the day. And Winston-Salem has the Winston-Salem Open men's tournament at Wake Forest in August every year, and my daughter comes home, and we go to that. We have for—since they started it several years ago. So, I like to watch tennis.

Brooks: That's great. Excellent. Is there anything else you want to add before we turn off the recorder?

Brown: I don't believe so.

Brooks: Okay, great. Thank you so much.

Brown: Gosh, the time has passed, and I've enjoyed it.

**[01:39:14][End SHEOH\_020\_01][End of Interview]**